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## Reports from the Classical Field

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It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

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**Classical Meetings during the Christmas Vacation.**—Separate meetings of classical teachers at the same time and place as the general conventions of the state teachers' associations are becoming more and more general. During the holiday season this winter there were, according to reports, classical meetings in eight states: California, Nebraska, Missouri, Iowa, Indiana, Colorado, Texas, and New York. In the three states last named such meetings were held for the first time this year—an indication that the movement is rapidly growing. To the states mentioned should be added some others, as, for instance, Michigan, Louisiana, and Tennessee, where classical conferences are held at some other time of the year.

The number of papers and addresses given this winter varied much at the different meetings, some having only two (Iowa, Nebraska), while one had as many as six (Missouri). It is quite natural that a majority of them should discuss matters connected more or less closely with the teacher's work in the high school. Yet the range of topics treated appears to have been fairly extensive. Three papers (Texas, Indiana, New York) discussed the classics in the high school from the standpoint of the college entrance requirements. Two others (California, Indiana) dealt with the interest in the subject. There was one paper on Latin Composition (New York), one on first-year Latin (Indiana), one on classroom work in Homer (New York), one on English through Latin (Texas). Several papers discussed defects, problems, remedies, or simply "points" in the study without specifying more closely. Other subjects were "Archaeology and High-School Latin" (Nebraska); "Variations in Emphasis in the Teaching of Latin," (California), "What Constitutes Adequate Preparation for Teaching Latin and Greek in Secondary Schools?" (Missouri), "Is the Study of Latin Worth While?" (Iowa), "The Archaeological Student in Athens" (California), "Differences between American and German Text books" (Missouri), "How May the College Teachers Send Aid to the High-School Teachers of the Classics?"

(Texas), "Conversational Latin" (Missouri), "New Light on the Classical Drama" (Texas), "Roman Law and Roman Greatness" (Missouri).

A lecture formed an interesting and, no doubt, instructive feature of two of the programmes: "Roman Civilization in the Provinces as Illustrated by Britain and Germany" (Professor Shipley, Missouri) and "Greek Treasures on Roman Soil" (Professor Barber, Nebraska). Some programmes provided for one or more persons to open the discussion of each paper, while others did not.

**The New York Classical Teachers' Association.**—The first annual meeting of this association was held in Syracuse on December 28, 1905, one hundred and twenty-five being present. Professor George P. Bristol of Cornell University presided, and delivered an address of welcome. Papers were read by Professor Frank Smalley, dean of the College of Liberal Arts of Syracuse University ("The Status of Classical Studies in Secondary Schools"), Mr. F. R. Parker ("Latin Composition"), and Miss Mary R. Fitzpatrick ("Classroom Work in the Teaching of Homer"). Officers were elected as follows: president, Professor George P. Bristol, Cornell University; vice-president, Mr. F. R. Parker, Cortland Normal and Training School; secretary, Mr. Marshall W. Downing, Syracuse High School; executive committee (in addition to the above), Hiram H. Bice, Dewitt Clinton High School, New York City; Miss Marion Pratt, Schenectady High School.

**A Proposed Classical Association of the New England States.**—A circular dated January 27, invites expressions of opinion from New England classical teachers concerning the formation of an association similar to the one formed last May at Chicago. The first steps in this direction were taken by a conference of Greek teachers at Boston and Cambridge some time ago, which was attended by thirty-eight teachers from sixteen colleges and universities. At this meeting a committee of six was appointed to arrange for a conference at which the question of forming a New England Association will come up. The motives are the same as those which led to the formation of the western association—a desire for better acquaintance among the teachers themselves, and the need of regular facilities for the interchange of ideas.

**The Endowment of the School at Rome.**—At the meeting of the Archaeological Institute at Ithaca the welcome announcement was made that an endowment of \$100,000 had been secured for the American School of Classical Studies at Rome. This insures the school a permanent income.

**The Classical Association of England and Wales.**—The following papers were read at a meeting held at King's College, London, January 5 and 6: "The Religion of Prehistoric Greece" (Hogarth), "On the Speaking of Latin" (Allbutt), "On the Conversion of the Furies in Aeschylus" (Verrall), and "On the Practical Utility of a Classical Education" (Alfred Austin).

The activity of the association, however, is perhaps better indicated by the reports of the committees which had been appointed at previous meetings. These

were three in number: "to consider the spelling and printing of Latin texts for school and college use," "to consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation," and "to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved."

The first of these committees recommended the marking of long vowels in authors intended for beginners, except in syllables which are also long by position; the retention of both *v* and *u*, but the discontinuance of *j*; the publication by the association of a list of words, for the use of teachers, in which a hidden quantity has been definitely established. The orthography of the time of Quintilian was recommended, so far as it is ascertainable, but consciously archaic spellings in Virgil or Sallust are to be retained. Among the specific recommendations it was suggested that a choice be allowed between *-quus* and *-quos*, *-quunt* and *-quont*, etc.

The second committee recommended the publication by the association each fall of an annual account (about 100 pages) of the progress of classical studies in all branches during the year which ends in the preceding June. It is especially noteworthy that methods of teaching are given a place beside grammar, criticism, archaeology, etc.

The reports of these two committees were adopted by the association almost unanimously.

The report of the third committee was only a preliminary one, as its investigations were not yet complete.

**Sir Richard Jebb, 1841-1905.**—Classical scholarship has suffered a serious loss by the death of Sir Richard Claverhouse Jebb, Regius Professor of Greek in Cambridge University. Professor Jebb was one of the most distinguished Greek scholars in England. With erudition of the soundest quality he combined a rare subtlety in interpretation, keen literary appreciation, and a style of unusual effectiveness. To his well-known editions of Sophocles and of the Attic Orators he had added, shortly before his death, an elaborate edition of the poems and fragments of Bacchylides.